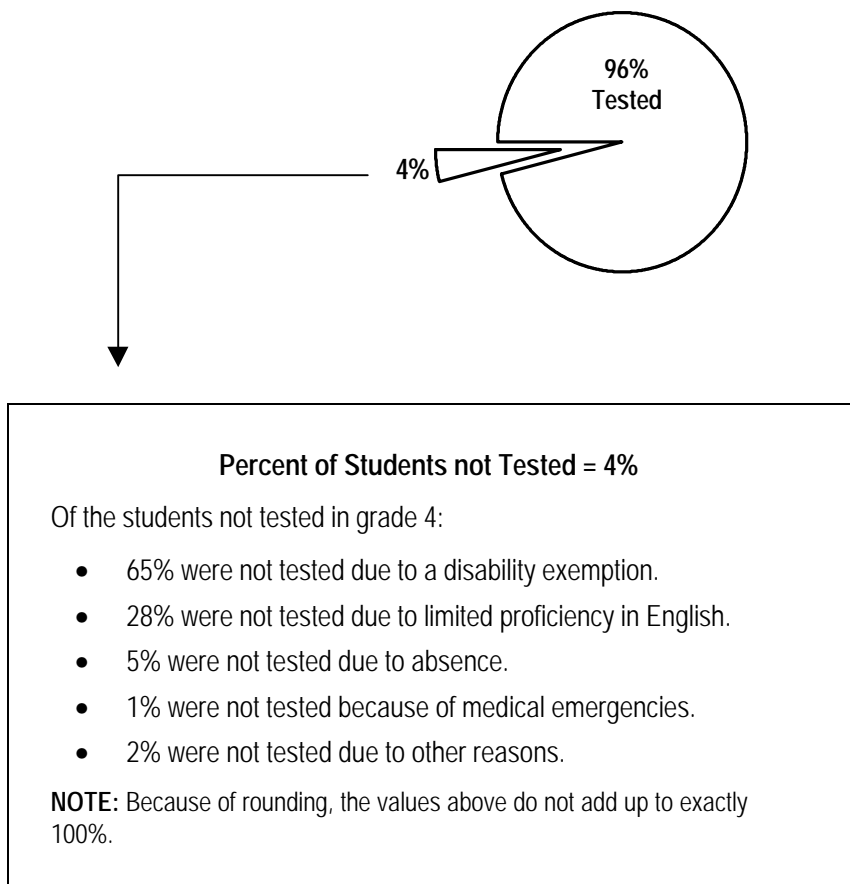


Virginia's 1998 Performance on *Stanford 9* – Grade 4

Students Not Tested

In Fall 1998, *Stanford 9* Primary 3 Form TA, Abbreviated was administered to 85,434 fourth-grade students in Virginia, or 96% of the students enrolled in grade 4 at the time. A student who did not take the test may not have done so due to a variety of reasons, but such a situation would most likely have been the result of an exemption from testing in the student's Individual Education Plan (IEP), Section 504 Management Tool, or LEP (limited English proficiency) Participation Form. Other possible reasons are described in "Who Is Tested on *Stanford 9*?" on page 14 and included in Figure 4.1 below.

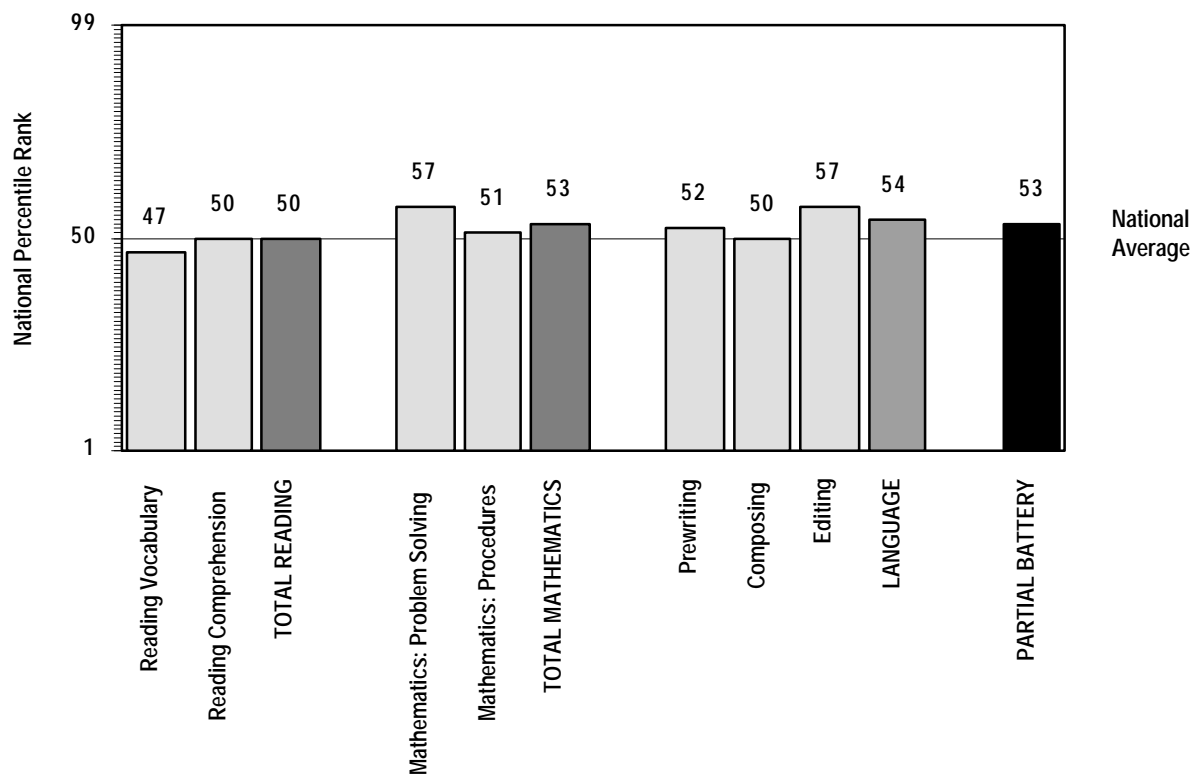
Figure 4.1 – *Stanford 9*, Fall 1998, Grade 4
Reasons Students Not Tested



Statewide Percentile Ranks

Figure 4.2 shows the statewide national percentile ranks for the Fall 1998 administration of *Stanford 9* in VSAP. With the exception of the Reading Vocabulary subtest, student performance in the areas of reading, mathematics, and language was consistently at or above the 50th percentile. Additionally, the Partial Battery score, which provides an indication of overall performance on the test, was at the 53rd percentile for Virginia fourth-grade students. This means that the “average” Virginia fourth-grader did as well as or better than 53% of the students in the norm group when the results of the reading, mathematics, and language subtests are combined.

Figure 4.2 – *Stanford 9*, Fall 1998, Grade 4
Statewide National Percentile Ranks



Quartiles

When reviewing average national percentile ranks for a group of students (in this case, Virginia fourth-graders), the interpreter is looking at percentile ranks that correspond to average scores of the entire group. However, it is often important to interpret how the group's performance is distributed across the entire range of potential performance—review of performance quartiles will facilitate such an interpretation.

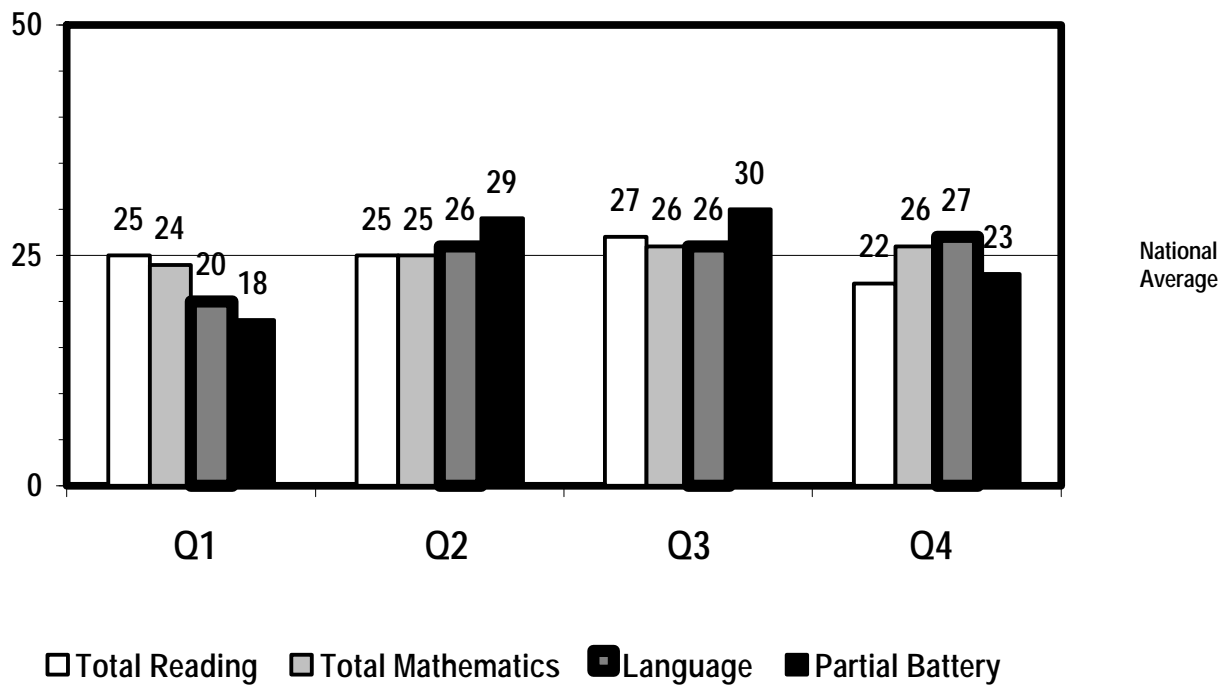
Each of the four quartiles represents a range of scores for one quarter (25%) of the students in the national norm group. Quartiles range from Q1 through Q4, with Q4 representing the 25% of students whose scores were the highest; conversely, Q1 represents the 25% of students in the norm group with the lowest scores. The split between Q2 and Q3 is the absolute mid-point of the norm group: that is, 50% of the students in the norm group scored below this point and 50% of the students scored above it.

Figure 4.3 on page 20 displays the performance on *Stanford 9* in terms of the percent of Virginia fourth-grade students whose scores fall in each of four national quartiles.

In reviewing Virginia's percentages in the four quartiles, the following points can be observed:

- 1) Pertinent to the Total Reading score, Virginia's fourth-graders were:
 - represented "at level" in the lowest quartile, Q1 (25% compared to the national norm group's 25%); and
 - under-represented in the top quartile, Q4 (22% as opposed to the norm group's 25%).
- 2) Related to the Total Mathematics score, Virginia's fourth-graders were:
 - under-represented in the lowest quartile (24% as opposed to the norm group's 25%); and
 - over-represented in the top quartile (26% as opposed to 25% of the norm group).
- 3) Related to the Language score, Virginia's fourth-grade students were:
 - under-represented in the lowest quartile (20% as opposed to the norm group's 25%); and
 - over-represented in the top quartile (27% as opposed to 25% of the norm group).
- 4) In regard to the Partial Battery score, or overall performance on *Stanford 9*, Virginia's fourth-graders were:
 - under-represented in the lowest quartile (18% as opposed to the national norm group's 25%); and
 - under-represented in the top quartile (23% as opposed to 25% of the norm group).

Figure 4.3 – *Stanford 9*, Fall 1998, Grade 4
Percent of Virginia Students in Each National Quartile



Subgroup Performance

In interpreting test scores, it is important to look at the performance of selected subgroups. In the Fall 1998 VSAP administration of *Stanford 9*, ethnicity and gender identification information was provided on more than 99% of the answer documents of fourth-grade students.

- Gender

Table 4.4 provides the following for each gender group and for students whose gender was not identified: the total number tested, percentage of the total represented by the group, and the group's national percentile rank and mean scaled score. Grade four females obtained higher average scores than grade four males in all areas except Total Mathematics and Mathematics: Problem Solving.

Table 4.4 – *Stanford 9*, Fall 1998, Grade 4
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Gender

Gender	Female		Male		Not identified	
Number Tested *	40,995		40,157		41	
Percentage of the Total **	48.0		47.0		<1	
	PR	SS	PR	SS	PR	SS
Reading Vocabulary	49	627.3	46	624.2	44	620.1
Reading Comprehension	54	636.0	47	627.4	44	624.1
TOTAL READING	53	632.4	47	626.1	44	622.7
Mathematics: Problem Solving	56	623.6	57	624.8	45	612.2
Mathematics: Procedures	51	592.0	50	590.7	38	576.0
TOTAL MATHEMATICS	53	608.8	53	609.1	40	595.6
Prewriting	54	603.1	50	598.2	49	596.6
Composing	54	609.5	47	600.2	48	602.0
Editing	61	602.6	53	592.8	45	584.3
LANGUAGE	58	604.4	50	595.4	48	593.2
PARTIAL (Basic) BATTERY	54	N/A	51	N/A	44	N/A

NOTES:

* Overall, 85,434 students were tested in grade 4 in Fall 1998—this total includes students who tested with non-standard accommodations. Since test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

** Percentages shown are based upon the total of 85,434 tested.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

- **Ethnicity**

Table 4.5 provides the following for each ethnic group and for students whose ethnicity was not identified: the total number tested, percentage of the total represented by the group, and the group's national percentile rank and mean scaled score. The percentile rank was below the national average (50th percentile) on every subtest and total for Black students and on all but one for Hispanic students. Percentile ranks were at or above the national average in all subtests and totals for White and American Indian students, and all but one for Asian/Pacific Islander.

Table 4.5 – *Stanford 9*, Fall 1998, Grade 4
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Ethnicity

Ethnicity		American Indian/ Alaskan Native		Asian / Pacific Islander		Black		Hispanic		White		Ethnicity not identified	
Number Tested *		453		2,584		21,561		2,511		50,595		3,478	
Percentage of the Total **		<1		3.0		25.2		2.9		59.2		4.0	
		PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary		52	631.8	49	627.8	32	605.2	36	610.5	55	635.0	48	626.1
Reading Comprehension		55	636.8	61	644.0	30	607.2	42	621.9	59	642.0	51	632.4
TOTAL READING		55	634.8	57	637.2	30	606.5	39	617.3	59	639.0	50	629.7
Mathematics: Problem Solving		62	630.5	71	641.7	35	601.1	48	614.4	65	633.6	56	623.6
Mathematics: Procedures		54	594.8	72	619.4	37	574.8	46	585.0	56	597.3	49	589.6
TOTAL MATHEMATICS		58	614.2	72	630.7	34	588.9	45	600.6	60	616.8	52	608.0
Prewriting		55	604.4	60	611.5	39	583.1	47	593.1	57	607.8	52	601.2
Composing		53	608.9	62	619.8	37	587.2	47	600.4	56	611.8	50	604.8
Editing		64	607.0	75	622.1	42	579.9	50	590.0	62	604.4	57	597.5
LANGUAGE		60	606.6	70	619.6	38	581.5	48	592.7	60	607.1	54	600.1
PARTIAL (Basic) BATTERY		57	N/A	66	N/A	35	N/A	45	N/A	60	N/A	53	N/A

NOTES:

* Overall, 85,434 students were tested in grade 4 in Fall 1998—this total includes students who tested with non-standard accommodations. Since test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

** Percentages shown are based upon the total of 85,434 tested.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

- Students with Limited English Proficiency

Table 4.6 provides the following data for grade 4 students identified as having limited proficiency in English: the total number tested, the group's national percentile rank, and the group's mean scaled score.

**Table 4.6 – *Stanford 9*, Fall 1998, Grade 4
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) for
Students with Limited English Proficiency (LEP)**

Number Tested *	499	
Percentage of the Total **	<1	
	PR	SS
Reading Vocabulary	19	585.4
Reading Comprehension	26	601.7
TOTAL READING	22	595.9
Mathematics: Problem Solving	34	599.8
Mathematics: Procedures	41	579.4
TOTAL MATHEMATICS	35	589.9
Prewriting	32	572.8
Composing	33	581.6
Editing	40	577.9
LANGUAGE	34	576.4
PARTIAL (Basic) BATTERY	32	N/A

NOTES:

* Since test results of students testing with non-standard accommodations have been excluded from all summary data (including the subgroup summaries), the number tested shown above does not necessarily include *all* LEP students.

** The percentage indicated is based upon the total of 85,434 LEP and non-LEP students who took the test.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

- Students with Disabilities

Table 4.7 provides the following data for grade 4 students identified in each of the various disability categories: the total number tested, the group's national percentile rank, and the group's mean scaled score.

Table 4.7 – Stanford 9, Fall 1998, Grade 4
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Disability

		MR = Mental Retardation (both TMR and EMR)						OI = Orthopedic Impairment					
		SPD = Severe and Profound Disabilities						VI = Visual Impairment					
		MD = Multiple Disabilities						HI = Hearing Impairment					
Description	Number Tested	MR		SPD		MD		OI		VI		HI	
		48		4		70		18		202		39	
		PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary		3	533.4	*	*	25	595.7	28	600.4	48	626.1	16	579.1
Reading Comprehension		6	557.5	*	*	30	607.0	23	597.1	49	629.8	22	595.9
TOTAL READING		3	549.9	*	*	26	602.4	23	598.0	48	627.7	16	587.3
Mathematics: Problem Solving		6	550.4	*	*	32	596.7	38	603.8	54	620.8	30	595.3
Mathematics: Procedures		6	515.1	*	*	30	565.0	28	561.3	52	592.5	32	566.8
TOTAL MATHEMATICS		5	536.8	*	*	29	582.9	31	585.4	52	607.2	28	582.3
Prewriting		9	525.8	*	*	37	580.5	38	581.4	47	593.8	28	567.3
Composing		13	547.8	*	*	30	577.1	35	584.6	50	604.5	31	578.5
Editing		21	551.2	*	*	41	578.2	28	562.6	57	597.4	47	585.0
LANGUAGE		11	542.8	*	*	35	577.8	30	572.4	52	597.5	34	575.2
PARTIAL (Basic) BATTERY		7	N/A	*	N/A	32	N/A	29	N/A	52	N/A	27	N/A

		LD = Learning Disability						OHI = Other Health Impairment					
		SED = Serious Emotional Disturbance						PD = Physical Disability					
		SLI = Speech or Language Impairment						DB = Deafness and Blindness					
Description	Number Tested	LD		SED		SLI		OHI		PD		DB	
		2,054		292		1,109		259		12		0	
		PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary		17	582.3	26	597.5	40	616.2	25	594.7	33	607.4	-	-
Reading Comprehension		17	586.9	23	597.1	43	622.7	22	594.4	35	612.4	-	-
TOTAL READING		16	586.0	23	597.7	41	620.2	22	596.0	33	610.3	-	-
Mathematics: Problem Solving		26	589.5	25	587.6	52	619.3	26	590.4	42	608.9	-	-
Mathematics: Procedures		25	558.7	21	551.5	46	586.2	20	550.5	34	567.3	-	-
TOTAL MATHEMATICS		23	575.6	21	572.2	48	604.0	21	572.7	36	593.0	-	-
Prewriting		26	563.3	28	567.0	47	593.6	31	572.1	46	593.1	-	-
Composing		26	571.1	24	569.5	46	599.0	26	571.9	26	571.5	-	-
Editing		28	561.5	33	568.3	52	591.7	29	563.6	29	563.3	-	-
LANGUAGE		23	562.8	26	566.2	49	593.9	27	567.7	34	575.4	-	-
PARTIAL (Basic) BATTERY		23	N/A	26	N/A	47	N/A	27	N/A	35	N/A	-	N/A

(Table 4.7 is continued on the following page.)

NOTES:

- * To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Grade 4 performance

(Table 4.7, continued)

A = Autism
TBI = Traumatic Brain Injury
504 = otherwise qualified handicap under Section 504
of the Rehabilitation Act of 1973
DD = Developmentally Delayed

Description	A		TBI		504		DD	
Number Tested	9		6		162		7	
	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	*	*	*	*	40	616.2	*	*
Reading Comprehension	*	*	*	*	35	613.5	*	*
TOTAL READING	*	*	*	*	37	614.9	*	*
Mathematics: Problem Solving	*	*	*	*	42	607.8	*	*
Mathematics: Procedures	*	*	*	*	35	571.9	*	*
TOTAL MATHEMATICS	*	*	*	*	37	591.4	*	*
Prewriting	*	*	*	*	41	585.4	*	*
Composing	*	*	*	*	37	587.9	*	*
Editing	*	*	*	*	48	587.0	*	*
LANGUAGE	*	*	*	*	41	584.8	*	*
PARTIAL (Basic) BATTERY	*	N/A	*	N/A	41	N/A	*	N/A

NOTES:

- * To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.
- N/A Scaled scores are not available for the *Stanford 9* Partial Battery.